

MATILDA F DUNSTON ELEMENTARY

1825 Remount Rd.
No. Charleston, SC 29406

GRADES	PK-6 Elementary School	
ENROLLMENT	442 Students	
PRINCIPAL	Patricia J. Schaffer	843-745-7110
SUPERINTENDENT	Dr. Maria L. Goodloe	843-937-6319
BOARD CHAIR	Ms. Nancy Cook	843-760-2635

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	7	39	38	2

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 11 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Average	N/A
2002	Below Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004	Below Average	Unsatisfactory	No

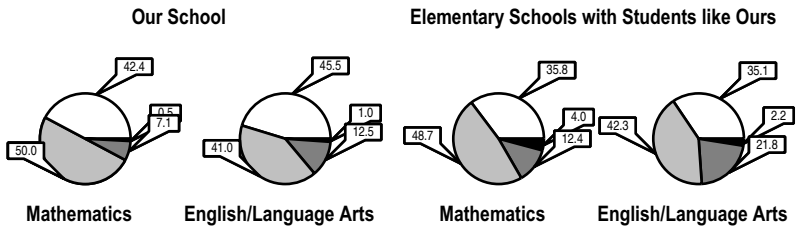
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

72.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	228	99.1	44.9	41.4	12.6	1.0	22.7	Yes	Yes
Gender									
Male	116	100.0	44.1	43.1	12.7	0.0	23.5		
Female	112	98.2	45.8	39.6	12.5	2.1	21.9		
Racial/Ethnic Group									
White	17	100.0	33.3	40.0	20.0	6.7	40.0	I/S	I/S
African-American	204	100.0	45.3	42.0	12.2	0.6	21.5	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	189	98.9	44.1	41.0	14.3	0.6	24.8		
Disabled	39	100.0	48.6	43.2	5.4	2.7	13.5	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	228	99.1	44.9	41.4	12.6	1.0	22.7		
English Proficiency									
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	221	100.0	44.4	41.8	12.8	1.0	23.0		
Socio-Economic Status									
Subsidized meals	211	99.1	45.1	41.8	12.0	1.1	22.3	Yes	Yes
Full-pay meals	15	100.0	42.9	35.7	21.4	0.0	28.6		

Mathematics - State Performance Objective = 15.5%									
All Students	228	100.0	43.0	49.5	7.0	0.5	15.5	Yes	Yes
Gender									
Male	116	100.0	39.2	52.0	7.8	1.0	19.6		
Female	112	100.0	46.9	46.9	6.1	0.0	11.2		
Racial/Ethnic Group									
White	17	100.0	40.0	46.7	13.3	0.0	13.3	I/S	I/S
African-American	204	100.0	43.1	49.7	6.6	0.6	15.5	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	189	100.0	41.1	50.3	8.0	0.6	17.8		
Disabled	39	100.0	51.4	45.9	2.7	0.0	5.4	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	228	100.0	43.0	49.5	7.0	0.5	15.5		
English Proficiency									
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	221	100.0	42.9	49.5	7.1	0.5	15.3		
Socio-Economic Status									
Subsidized meals	211	100.0	43.0	49.5	7.5	0.0	14.5	No	Yes
Full-pay meals	15	100.0	42.9	50.0	0.0	7.1	28.6		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	52	100.0	27.0	54.1	18.9	N/A	18.9
	Grade 4	63	100.0	30.4	60.7	8.9	N/A	8.9
	Grade 5	71	98.6	48.1	46.3	5.6	N/A	5.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	50	100.0	31.1	46.7	20.0	2.2	22.2
	Grade 4	45	100.0	33.3	59.5	7.1	N/A	7.1
	Grade 5	70	100.0	50.0	42.2	7.8	N/A	7.8
	Grade 6	64	100.0	55.4	30.4	14.3	N/A	14.3
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	52	100.0	35.1	56.8	8.1	N/A	8.1
	Grade 4	63	98.4	32.7	58.2	7.3	1.8	9.1
	Grade 5	71	100.0	24.1	68.5	7.4	N/A	7.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	50	100.0	33.3	53.3	11.1	2.2	13.3
	Grade 4	45	100.0	33.3	61.9	4.8	N/A	4.8
	Grade 5	70	100.0	57.8	37.5	4.7	N/A	4.7
	Grade 6	64	100.0	39.3	51.8	8.9	N/A	8.9
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 442)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	3.6%	N/A	3.6%	2.7%
Attendance rate	93.0%	Down from 93.4%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.4%		6.6%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	7.9%		5.8%	3.5%
Eligible for gifted and talented	3.4%	Up from 3.0%	5.0%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.9%	Down from 10.9%	8.0%	8.2%
Older than usual for grade	3.8%	Down from 24.5%	2.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 35)				
Teachers with advanced degrees	34.3%	Down from 38.7%	48.4%	51.4%
Continuing contract teachers	71.4%	Down from 77.4%	77.8%	87.5%
Highly qualified teachers**	87.0%	N/A	92.3%	95.0%
Teachers with emergency or provisional certificates	13.3%		3.7%	0.0%
Teachers returning from previous year	66.2%	Up from 61.7%	81.8%	86.7%
Teacher attendance rate	94.4%	Down from 95.1%	94.7%	94.9%
Average teacher salary	\$38,606	Up 1.7%	\$38,984	\$40,760
Prof. development days/teacher	13.2 days	Up from 11.1 days	13.6 days	12.4 days

School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	17.0 to 1	Up from 16.1 to 1	16.6 to 1	18.9 to 1
Prime instructional time	84.7%	Down from 87.4%	88.8%	90.0%
Dollars spent per pupil*	\$6,355	Up 5.8%	\$7,060	\$6,044
Percent of expenditures for teacher salaries*	68.8%	Up from 68.4%	64.7%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	94.0%	Down from 99.0%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	88.1%	92.0%
Highly qualified teachers in high poverty schools**	87.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The focus at Matilda F. Dunston Elementary is reading. The school applied for the Reading First grant through our State Department of Education and was funded for the next three years! This is a big accomplishment. Funding will be \$250,000 each year. To complement the grant focus, we have made a change in the program for the upcoming school year. We will be an Early Childhood school in 2004-05. Our grade levels will include Child Development through Grade 3. This change will better meet the needs of our students.

Teachers have been participating in ongoing professional development to receive training in the five components of scientific based reading research. A school leadership team was established to plan implementation of the Reading First grant. The school literacy coach chairs this team.

Early intervention is provided through small groups and one-on-one. Data from the school K-2 Assessment documents growth of students receiving intervention help. We will continue this program into the next school year.

The school completed the third year in the South Carolina Reading Initiative. A literacy coach led a study group, observed in classrooms, and collaborated with teachers to establish an inquiry based approach for implementing best practice in reading.

The school was recognized as one of the district's Top Ten in the Community of Readers.

Our school has provided support services through a school-based Student Assistance Team. The school psychologist, guidance counselor, lead teacher, nurse, resource teacher, speech clinician, and a DMH partner met weekly to plan appropriate interventions and referrals. Referrals included testing for special education, development of 504 plans, and coordination of services with community agencies.

Recognition of students has helped build a learning community at Dunston. The school recognized STAR students monthly and awards students at quarterly ceremonies. Guests speakers provided a focus on character education at the ceremonies. Our learning community was enriched through a district Building Learning Community grant and a partnership with Creative Spark. Creative Spark provided enrichment of the community through the arts (ex. Gullah storyteller, puppetry, drama, and music). A teacher organized a school chorus and directed two dramas during the school year. A favorite was the Black History presentation in February.

A full-time parent liaison was employed to coordinate outreach to parents. This was accomplished through monthly calendars, newsletters, workshops, volunteers, and evening family nights in reading and science. She worked closely with the school PTA. Business partners have supported the school through ongoing involvement. (ex. Sam's Club, Eagon McAllister, etc.)

Principal: S. Patricia J. Schaffer

SIC Chairperson: Jackie Cotton

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	36	0	0
Percent satisfied with learning environment	71.4%	N/R	N/R
Percent satisfied with social and physical environment	62.9%	N/R	N/R
Percent satisfied with home-school relations	27.8%	N/R	N/R

*Only students at the highest elementary school grade level at this school and their parents were included.